

**GO AHEAD AND DO IT ...
IF YOU CAN FIND THE MONEY**

STRATEGIC ANALYSIS
OF
COMMUNITY RISK REDUCTION

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An applied research project submitted to the National Fire Academy
as part of the Executive Fire Officer Program

January, 1998

ABSTRACT

The mission of the Kern County Fire Department is to “protect life and property by providing effective public education, fire prevention and emergency services.” With a budget that has not increased with the demands placed upon it, alternative means of funding must be found to accomplish the mission.

The purpose of the research was to determine strategies applicable to the preparation of a successful grant proposal. The research questions to be answered were (1) how to begin the proposal process; (2) what are the components of a proposal and; (3) what makes or breaks a proposal.

Evaluative and action research were utilized in the preparation of this paper. Evaluative research was performed to determine the component parts of a grant proposal, to list some of the do’s and don’ts of grant writing and to review the key points for preparing successful grant proposals. Action research was utilized in actually preparing a grant proposal for the Ford Foundation’s *Innovations in American Government 1998* grant and creating a letter of request for fundraising on the local level.

Through interviews, review of online sources, and published material, an in-depth investigation was performed. The results of the research indicate that grant writing is an art and a science. The proposal must:

- fall within the guidelines set by the funder.
- be complete, including all of the required sections.
- answer all of the funder’s questions completely and clearly.
- present a compelling case, that can be solved within the parameters of the grant.

My recommendations are:

- Attend a grant writing course.
- Review winning proposals that have been submitted in the past.
- Contact someone in the area that is a proven performer in receiving aid through grants.

Once these are done, locate an appropriate grant and prepare a proposal to attempt to secure the funding for your project.

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INTRODUCTION

The mission of the Kern County Fire Department (KCFD) is to “protect life and property by providing effective public education, fire prevention and emergency services.” When it comes to funding our activities the “emergency services” portion of the mission statement receives first priority. Basically, if you do not have firefighters, equipment and support, you do not have a fire department.

Fire prevention activities in the area of code enforcement receive second priority. State and local law (California Health and Safety Code and local ordinance) requires the periodic fire prevention inspection of certain occupancies. Plans for new and remodel construction, built-in fire protection and code enforcement are a priority.

Coming in a distant third is one of the most effective of community risk reduction activities, that of public education. If you tell someone to do something, they will do it while you are there, but will revert to old ways when you leave. Behavior modification is necessary to change habits. This is accomplished through comprehensive, adequately staffed, carefully planned, properly coordinated, often repeated public education. Without adequate funding this cannot be accomplished. To achieve this within the present budget constraints, alternative means of funding must be found to accomplish our mission.

The purpose of this research project is to examine one alternative means of funding the “public education” portion of the mission statement. The alternative means of funding to be examined is through grants. Grants are received through locating appropriate grants and writing successful grant proposals.

The research methodology chosen to answer the question for this paper included a review of the current literature, both published and on the Internet, personal interviews and a look at several grant applications.

The research questions to be answered were: (1) how to begin the grant proposal process; (2) what are the components of a proposal; and (3) what makes or breaks a proposal. This paper was prepared utilizing evaluative and action research, primarily to discover the do's and don'ts of grant writing and to review successful strategies in grant proposal preparation.

Utilizing the research in the paper, and the past experience of the proposal writing team, a grant proposal was prepared for the Ford Foundation's *Innovations in American Government 1998* grant (Appendix E). This proposal was prepared by a small team. The team consisted of Sarah Futtrell, M.P.H. (Kern County Department of Public Health, Health Promotion and Public Information); Captain David Goodell, B.S. (KCFD); Mary Sears (Teacher on Special Assignment, Standard School District); Roberta McCarthy (Administrative Assistant to the Fire Chief); and myself. The letter of request (Appendix F) was prepared by Miss Futrell and myself.

BACKGROUND AND SIGNIFICANCE

Over the last several years it has become apparent that the KCFD should make a commitment to community risk reduction through public education. Outreach programs have historically been of a hit-or-miss nature with little control over quality or content. For the most part it has been left up to the individual company officers to present programs as they saw fit.

The Fire Prevention Unit supports the operations personnel in the presentation of programs to the extent that they are able. The KCFD has very little money available to purchase educational materials. Most of the support given is in the form of scheduling and provision of such prevention materials as are available. Much of this material has been acquired by creative means. Activity books are printed at no cost at a local state prison on Federal Excess Property paper. The Department has also received the maximum amount of materials, 200 pieces of each item, that can be issued by the U.S. Fire Administration.

Various, more intensive, programs have been utilized in the past. One of these was to assign two operations personnel, full-time, to a school fire prevention education program. This program involved a one-time per year visit to each elementary school, presented to a general assembly of third graders. The Department has downsized on-duty staffing by twenty personnel over the last couple of years. This leaves the KCFD with the personnel required to staff the stations at a minimum level. Under the current staffing constraints, the cost of assigning two personnel to the program on a forty hour week is prohibitive. To enhance staffing to minimum levels, it would be necessary to hire back on overtime the two positions at an annual cost of approximately \$45,000.00.

In a search for alternative means of funding education delivery, we applied for and received a National Fire Protection Association (NFPA) *Learn Not To Burn Champion Award (LNTB®)* grant in 1997 (Appendix A). This program addresses fire-safe behaviors in the Kindergarten through Third Grade (K - 3) population. As a result of this grant, the Department received 100 classrooms-worth of materials. That was a good start, but there are a total of 46,200 K - 3 students in over 2,300 classrooms. At \$5.00 per classroom, the cost would be almost \$12,000.00 to supply the required

materials. While an effective program, *LNTB*® does not go far enough to address the variety of risks in the community.

According to the NFPA (1997), for America's children under the age of fourteen, the number one health risk is not violence, drugs, fire or disease - it is injuries. Each year approximately 7,200 children ages fourteen and under are killed from unintentional injuries and 50,000 are permanently disabled. It is important to note that these unintentional injuries are not random accidents. They are predictable, and with proper education, largely preventable.

To approach the problem of community risk reduction and address this issue on a wider scale, the KCFD is considering the use of the new NFPA *Risk Watch*® program, which will be available in April of 1998. This program involves grades K - 8. The *Risk Watch*® program covers eight behaviors, including fire and burn safety, bike/traffic/pedestrian safety, suffocating/choking, falls, unintentional firearm injuries, poisoning, water safety and motor vehicle occupant safety. From a community risk reduction perspective this new program is much more comprehensive and desirable. Along with the increased impact and broader scope comes a higher price tag. The cost of *Risk Watch*® is \$12.50 per classroom. In Kern County schools grades K - 8 there are approximately 110,000 children in 5,500 classrooms. These figures include public regular education, public special education and private schools (The Kern County Network for Children, 1997).

To incorporate *Risk Watch*® throughout the Kern County school system it would cost almost \$70,000 for the materials alone. An advantage is that these are one-time costs and the materials can be used for several years. The entire budget for fire prevention, excluding personnel costs, in the KCFD is \$75,000.00 for fiscal 96/97. This amounts to only 2.4% of the Department's operating budget,

excluding personnel costs. As these figures illustrate, the Department needs to find a source of funding for this program and any add-ons that they wish to utilize.

The planning for program implementation and funding cannot stop with current needs. Over the last ten years the number of students that fall within the program guidelines has increased by almost fifty percent. If current trends continue, the number of classrooms which require materials will grow as well (The Kern County Network for Children, 1997).

With the goal of increasing funding for community risk reduction programs the source of funding investigated was grants. There are grants available in the \$100,000.00 range, such as the Ford Foundation *Innovations in American Government*, that individually would satisfy the need. Another approach would be to secure several grants of smaller amounts. Grants are available from foundations, the Federal and state government and businesses. In some cases the receipt of money may be called a donation, but for all intents and purposes it is asked for and received as a grant.

LITERATURE REVIEW

According to Schaenman, (1987, pg. 19) when speaking with fire professionals the most common response to the question, “What are the major barriers to public fire education?” was the response “money and staffing.” “The fire safety educator is increasingly responsible for both developing a fund-raising plan and obtaining funding for fire safety education” (NFPA, 1983, pg. 119). To help solve this problem we must be creative in finding alternative funding sources for programs.

A solution to the funding problem may be found in seeking grants. The successful seeking of grants requires a knowledge of grant proposals, their component parts and proper preparation of the proposal.

One of the most important steps in any grant process is the finished proposal that is delivered to the funding sources. “A proposal should reflect the thoughtful planning of an applicant seeking funds from a grant-making agency with which to increase or improve its services to its constituency.” (Kiritz, 1980, pg. 1) “The art of Grantsmanship, in short, is one of matching institutional goals and objectives to those of a potential funding source.” (Olson, 1996, p.2).

According to Olson (1996) the writing of grants is not an art or rare talent. It can be summed up in a few common-sense principles, the most important of which is an honest appraisal of needs related to an important goal. The goal is attainable and can be accomplished through a set of clearly-defined objectives. The project must have a measurable, positive impact on the problem. The needs are easily quantified and are addressed within the scope of the proposed project.

When utilizing grant funding for a project, one should adhere to the *Donors Bill of Rights* [Appendix B] (American Association Of Fund Raising Council, Association For Health Care Philanthropy, Council For Advancement And Support Of Education, National Society Of Fund Raising Executives, 1996). This will not only assist in seeking funding, but quite possibly can assist in securing continued or seeking future funding from other sources.

A well-prepared proposal, in its component parts, illustrates that the creator has thought out the solution to the problem and is organized and ready to deal with it. Kiritz (1980) recommends utilizing the Program Planning and Proposal Writing (PP&PW) method. It is used by many agencies, both public

and private, as a guideline for grant proposals. It can serve as a format when one is not clearly identified by the granting agency. It is also a useful format for planning on the part of the organization that is seeking funding. PP&PW can be utilized as a tool to identify deficiencies in the agency's planning.

Beyond seeking grant funding the PP&PW method can provide other benefits. These include:

- improved record-keeping systems
- enhanced credibility
- clarity of goals
- the development of tangible objectives
- increased knowledge in the program area
- better program evaluations
- better financial management

There are numerous components to a grant proposal. When preparing the proposal, it should be titled by its component parts for easy review. If the grant proposal is lengthy, over ten pages, a table of contents should be included. In some instances the separate parts of the proposal may be broken out and reviewed by different people in the funding organization (Futtrell, 1997).

According to Kiritz (1980) the proposal should consist of the following items:

1. Cover Letter
2. Project Title/Name
3. Summary
4. Introduction
5. Problem Statement/Needs Assessment

6. Objectives
7. Methods
8. Evaluation
9. Future or Other Necessary Funding
10. Budget

In the *Firesafety Educator's Handbook* (NFPA, 1983) the outline is slightly different, it includes:

- Summary
- Introduction
- Presentation of the Problem
- Solution to the problem: Your Program
 - A. Goals and Objectives
 - B. Program Mechanics
 - C. Evaluation Procedures
 - D. Management Structure
 - E. Time Line
- Funding Plan
- Budget

The Center for Nonprofit Management [TCNM] (1997) recommends that when no specific format is provided by the funding source, the proposal should be no more than fifteen pages in length and include the following:

- Qualifications of the Organization
- Problem Statement or Needs Assessment
- Program Goals and Objectives
- Methodology
- Evaluation
- Future Funding
- Budget
- Appendices

Since all three formats basically address the same information, I have chosen to follow the format presented by Kiritz (1980) for this paper.

Additional items included are: 11. Letters of Support; 12. Letter of Request, which can serve as an alternative to a full proposal; and 13. Letters of Inquiry, as they are a means of determining the availability of funding. Each of the thirteen components will be examined here in turn.

1. Cover Letter

“The cover letter serves as the organizations’s introduction and should always accompany a proposal” (TCNM, pg. 2). Cover letters should meet the following criteria:

- Typed on the organization’s letterhead
- Funder’s name, title and address
- Directed to the person responsible for the funding program. Find out who this person is before submitting the proposal. Submitting proposals addressed to “Dear Sirs” or “To Whom It May

Concern” have less impact. “Do your research, address the letter to the specific person in charge of the funding” (Futtrell, 1997).

- Include the reason for the funding request
- Include the amount requested (if required)
- Keep it brief, two pages or less
- Include name and phone number of contact person at your organization
- Have person who can speak with authority for your organization sign the letter

2. Project Title/Name

When titling a grant proposal, one must keep in mind that the recipient quite possibly is confronted with numerous proposals to consider. When selecting a title, it should be short, three to ten words. The title also needs to be catchy if possible. This helps the person reviewing your proposal to remember it. Having a short title also aids in checking on the status of your proposal. A short title will fit better on a spread sheet (Decker and Knox, 1997). “The title should be short, descriptive, and, if possible, aimed at the primary interest of the funding source” (Olson, 1996, pg. 5).

3. Summary

When faced with several proposals, the grant reviewer(s) may only read the summary to determine who meets the criteria and who does not. The summary should be as brief as possible, 1/2 page is recommended. “It should provide the reader with a framework that will help him/her visualize the project” (TCNM, 1997, pg. 2). The summary should include:

- Identify the grant applicant
- At least one sentence on credibility

- At least one sentence on objectives
- At least one sentence on methods
- Total cost, including funds already obtained and amount requested in the proposal

The Summary should follow the “FIVE GOLDEN RULES” (Decker and Knox, 1997). These are:

1. Indicate local, regional and national goals/objectives. What will make your sponsor look good?
2. Your case must be compelling. Clearly show the need. For NFPA *LNTB*® grants, the proposal is called a “compelling case” (NFPA, 1996).
3. Build confidence, emphasize your existing track record. Show what you are already doing and its positive impact.
4. Present a confident and positive image. Show that you are the expert. Say that you are seeking, not that you will seek.
5. Always tell the big picture, ask for what you need. You can always work with the grantor to downsize the project if necessary.

4. Introduction

“The introduction is used to describe the requestor’s qualifications and to establish credibility” (Decker and Knox, 1997). For proposals to foundations or private funding sources the introduction will be a large part of the proposal. It is important that you establish your credibility with the provider. Your ability to become funded may depend primarily on the establishment of your credentials. One method available to aid in establishing credibility is to have letterhead printed that lists the partners/coalition

members involved in the program. This may seem like an unnecessary expense, but it does help to identify your cooperators (Appendix C). “The people associated with you tell something about who you are” (Kiritz, 1980).

For a proposal to a government sponsored funding source, the terms “description of the applicant” or “background of the applicant” are often requested. These are the same as the introduction. They may be much shorter than when seeking private funding as it is one government agency funding another (Kiritz, 1980).

One should check the request for proposal (RFP) or the request for application (RFA) carefully as to the intent of the grant. These should be matched by the objectives outlined in the proposal. Include all programs and activities currently in place that relate to the proposal. Provide evidence of your track record in successful completion of related programs. Clearly illustrate who is involved in the project. When working with a coalition, the partnerships must be credible and meaningful (Futtrell, 1997). As with the other parts of the proposal, keep it interesting and as brief as possible. In some instances a map may be necessary. If so, be sure and include one. These can show both local and regional impacts of projects (Decker and Knox, 1997). They can also be used as appendices to illustrate problem areas geographically, such as concentrations of juvenile fire setter activity or fire deaths (NFPA, 1996).

5. **Problem Statement/Needs Assessment**

According to Olson (1996) the problem must not be within the budget capabilities of the local agency. The problem to be addressed must also fit within the goals and objectives of the funding agency. To receive funding in a competitive marketplace, one must firmly establish in the mind of the

reviewer the importance of the project and the urgency of the need. “Why one proposal is selected for funding over others is a function of several factors, but one of the most important considerations is how well the proposal documents the urgency of the problem” (Bauer, 1995, pg. 7).

When writing your needs assessment, to assist with reader comfort, one may utilize the following (Decker and Knox, 1997):

1. Make a global statement that will mean something to your reader.
2. Prepare the reader for what you will be telling him or her. After the global statement narrow the focus to the problem on the local level. This may be done effectively through the use of a graph or table.
3. Relate project benefits to a broad context. Illustrate how results from your project can be replicated elsewhere. This could be the establishment of a national model or use in another area. A statement such as “ ... could serve as a national model of cooperation and resource efficiency” may be appropriate (Head, 1996).
4. Return the reader to a more comfortable level. All hope is not lost. Refer back to the introductory statement. Your program can address the problem, even if at first it is only on a local level. People do not wish to see your situation as hopeless. Leave the reader with a positive feeling towards your project. You can make an impact through the implementation of your program. If this is not done the reader may feel negatively towards the project, as if the problem has no solution.

Illustrate your need with statistical information related to the problem. Cite local and national statistics. Mention your sources of information. Show how the problem impacts your community. Some questions you might want to answer are:

1. Which segments of the local population are affected by the problem?
2. What are the short- and long-term effects on the community if the problem continues?
3. Is the problem being solved in other communities? If so, how?

In concluding your discussion of the problem, stress that there now exists a critical need in your community for a solution to the problem (NFPA, 1983).

“The problem statement/needs assessment is the most critical part of your plan. It represents the reason behind the proposal” (Kiritz, 1980, pg. 13).

The problem statement must meet the following criteria (TCNM, 1997):

- Describes the target population to be served
- Defines the community problem to be addressed and the need in the geographical area where the organization operates
- Is related to the purposes and goals of the applicant agency
- Is of reasonable dimensions - not trying to solve all the problems of the world
- The objectives can be reasonably accomplished within the specified time frame
- Is supported by relevant statistical evidence
- Is supported by relevant anecdotal evidence
- Is supported by statements from authorities
- Is stated in terms of clients’ needs and problems - not the applicants’

- Is developed with input from clients and beneficiaries
- Is not the “lack of a program” unless the program always works. Kiritz (1980) refers to this as “circular logic.”
- Makes no unsupported assumptions
- Makes a compelling case

6. **Objectives**

“Objectives establish the benefits of the funding in measurable terms” (Kiritz, 1980, pg.1).

Objectives must meet several criteria; they must be measurable, attainable and clearly understood by the reader. Jargon or acronyms should not be used. Objectives are outcomes, not methods. Keep them separate. (Decker and Knox, 1997). The objectives are the ends not the means.

One critical item here is to quantify how your project contributes to the accomplishment of local, regional and national goals. This may also qualify you for funding from a pool of resources set up to address a large-scale problem (Decker and Knox, 1997).

Program goals and objectives are a succinct description of what the program is to accomplish. They should meet the following criteria (TCNM, 1997):

- States at least one objective for each problem or need committed to in the problem statement
- Describes the population that will benefit from the program
- States the time by which objectives will be accomplished

7. Methods

“The terms, methods, methodology, activities, procedures or strategies may be used.” “The methods section of the proposal describes the activities to be employed to achieve the desired results” (Kiritz, 1980, pg.1). Olson (1996) describes the methods as the “plan of action.” This part of the proposal will receive close scrutiny from the reviewers as to whether the methods can accomplish the goals and objectives. One must be very specific about who will do what, when.

The methods must (TCNM, 1997):

- Flow naturally from problems and objectives
- Clearly describe program activities
- State reasons for the selection of activities
- Describe sequence of activities
- Describe staffing of program
- Describe clients and client selection
- Present a reasonable scope of activities that can be accomplished within the time and resources of the program
- Provide a time line of activities, if possible

8. Evaluation

“The evaluation presents a plan for determining the degree to which objectives are met and methods are followed” (Kiritz, 1980, pg.1). For some grants, such as the NFPA *LNTB*®, the evaluation process is included as part of the materials [Appendix A] (NFPA, 1996). The evaluation

portion should be broken into two components; an evaluation of the program results and an evaluation of the process (Kiritz, 1980).

Criteria that must be identified in the evaluation component are (TCNM, 1997):

- Presents a plan for evaluating and modifying methods over the course of the program
- Tells who will be doing the evaluation and how they were chosen
- Clearly states evaluation criteria
- Describes how data will be gathered
- Explains any test instruments or questionnaires to be used
- Describes the process of data analysis
- Shows how evaluation will be used for program improvements
- Describes any evaluation reports to be produced

9. Future or Other Necessary Funding

In some cases, especially with maintenance of equipment to be purchased with grant funds, the grantor will want to see how you expect to continue funding in the future. “Expressing the need for future funding describes a plan for continuation beyond the grant period and/or the availability of other resources necessary to implement the grant” (Kiritz, 1980, pg.1).

The future funding must come from somewhere and it is here that the “where” should be identified. This component should meet the following criteria (TCNM, 1997):

- Presents a specific plan to obtain funding if the program is to be continued
- Describes how other funds will be obtained, if necessary, to implement the grant. Is the one grant going to cover all of the expenses? If not, how do you expect to fund implementation?

- Include a list of other sources of funding you have sought
- Include letters of commitment if available
- Do not indicate that you expect the Funder to provide for you in the future
- Do, however, leave the door open to return for continued funding (Decker and Knox, 1997).

10. **Budget**

“The budget clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties” (Kiritz, 1980, pg.1). The budget is an estimate of the costs that the program will involve. Round off to the nearest tens of dollars when necessary (Kiritz, 1980). When budgeting avoid having categories labeled “contingency” or “miscellaneous.” This may give the reader the impression that you have not planned properly. It is a good idea to prepare a budget summary and place it at the beginning of the budget detail section (Decker and Knox, 1997).

“Make sure that all donations, discounts, and at-cost contributions, as well as volunteer time contributions, are listed separately” (NFPA, 1983, pg. 123). Many grants require matching funding, either one-for-one in dollars, or in some cases labor and contributions other than cash can be used as at least part of the matching. There are different means and rates for figuring the value of volunteer and professional time in computing matching funds. Research this issue with the grantor before submitting the budget so as to avoid being rejected on this point (Decker and Knox, 1997).

Budgeting should be presented in a standard bookkeeping format with columns for income and expenses. In the budget, both program and administrative costs should be clearly identified. Budgets should not be presented in narrative form.

The budget must meet the following criteria (TCNM, 1997):

- Tells the same story as the proposal narrative
- Is detailed in all aspects
- Includes project costs that will be incurred at the time of the program's implementation
- Contains no unexplained amounts for miscellaneous or contingency
- Includes all items asked of the funding source
- Includes all items paid for by other sources
- Includes all volunteers
- Includes all consultants
- Details fringe benefits, separate from salaries
- Separately details all non-personnel costs
- Includes separate columns for listing all donated services
- Includes indirect costs where appropriate
- Is sufficient to perform the tasks described in the narrative

11. Letters of Support

When requesting letters of support, enough information must be given to the author to ensure that they are supporting your project as it will appear in the grant proposal. One method is to submit a format to supporters (Decker and Knox, 1997).

12. Letters of Request

In some cases, such as small amounts of money, a letter of request may be all that is necessary. "Letters of request are mini-grant proposals for small-scale programs" (NFPA, 1983, pg. 124). Letters

of request are less formal than full grant proposals. They should, however, cover the same points that would be included in a summary.

According to Bauer (1995, pg. 193) a letter proposal should include the following:

- an introductory paragraph stating the reason for writing
- a paragraph explaining why this grantor was selected
- a needs paragraph
- a solution paragraph
- a uniqueness paragraph
- a request for funds paragraph
- a closing paragraph
- signatures
- attachments, if allowed

13. Letters of Inquiry

“Some organizations prefer a letter of inquiry to determine whether the applicant falls within the foundation’s guidelines.” “In this case, an inquiry letter is used instead of a cover letter and proposal” (TCNM, 1997). This should be short and to the point. If the funding organization finds the project fits within its scope, a request for proposal may follow. Letters of inquiry should contain the following (TCNM, 1997):

- Funder’s name, title and address
- Direct it to at the individual responsible for the funding program
- Provide a brief overview of the organization and its purpose

- Include the reason for the funding request
- Include the amount requested (if required)
- Describe the need the project intends to meet
- Provide a brief description of the project
- List other prospective funders for the project
- Include thank you and the next step to be taken
- Do not exceed two pages (be brief, one page is recommended)
- Include name and phone number of contact person at your organization
- Have the person who can speak with authority for the organization sign the letter of inquiry

Format

Decker and Knox (1997) recommend that whenever the format to be used is specified by the grantor, follow it closely. As in the *Innovations in American Government 1998* proposal, line spacing and design of the reply was clearly outlined [Appendix E]. Proposals should not be bound as funders often break them up into component parts for review by several persons (TCNM, 1997). In cases where letters of support, newspaper reprints, etc., are not requested, they will probably just be torn out and thrown away (Futtrell, 1997).

According to Boss (1980, p. 73-74), a survey of 100 foundations and government agencies determined the top five priorities in reviewing proposals. They are:

1. *Purpose*: the match between interests and priorities of the funding source and the applicant.
2. *Need*: the extent to which the project addresses an important need or problem.

3. *Accountability*: the extent to which the applicant can be expected to successfully implement the project.

4. *Competence*: previous experience and preparation of project staff; past record of successful grant administration.

5. *Feasibility*: personnel, facilities, and adequate funding sought to successfully implement the project.

Also important is the composition and appearance of the proposal. Proposals should not be put together by a committee. One person should, utilizing the input of team members, prepare the final product. Have the person with the best writing skills prepare the final document. According to Futtrell (1997), proposals that appear to have been written by several different people are often rejected.

Helpful Tips For Writing Grant Proposals

The following are from *21 Tips On How To Write A Grant Proposal*

(<http://www.cdli.tamu.edu/ehrd/679classn/21tips/>, 1997):

1. Do not use a committee. The fewer writers involved the better the proposal.
2. Aim your pitch at one individual. Try to visualize the person that will be reading your proposal.
3. Write in the third person. It is easier to brag about them than I.
4. Select an appropriate (and interesting) title of 10 words or less. Preferably three words.
5. If the proposal is long (10 pages or more) prepare a table of contents.
6. Be liberal with spacing, sub-headings and underlines, to make it easier to read and to emphasize important points.

7. Try to limit yourself to two commas per sentence. This keeps you from saying more than one thing at a time.
8. Try to limit each sentence to 15 words or less.
9. Keep your paragraphs short and present only one thought per paragraph.
10. Use contractions freely. That's the way we talk, isn't it? It's the key to more effective personal writing.
11. Use quick openers - like good newspaper openers. Catch the reader's attention early, and keep it.
12. Don't make a mystery out of your proposal. Start right in with the most important point.
13. Accentuate the positive. Emphasize opportunities, rather than needs.
14. Be aware of iffy and hopeful statements. Be positive.
15. Don't overkill. Remember you are dealing with sophisticated customers.
16. Use simple language, but don't insult the reader's intelligence.
17. Beware of professional jargon, abbreviations, acronyms and vague references.
18. If you have trouble getting started begin with the budget. Money has a strange way of defining our methods and objectives.
19. Ask for what you want. There is no need to be sly with granting agencies. Come in the door, make the pitch and close the sale.
20. Keep it short and simple.
21. Break the rules. Writing is an individual matter. Don't get hung up on someone else's writing rules. The main thing is to make yourself clear.

More tips from *Frontiers in Bioscience* (www.bioscience.org/current/grant.htm, 1997):

- Give yourself at least four months to write a grant proposal with the goal to have the grant ready about one month prior to submission.
- It is best if you can get the grant proposal reviewed by at least three individuals; one expert in the field, one a non-expert, and a third individual who can assess the English grammar and the style of the proposal.
- Ask the agency if they use a score sheet to grade proposals. If they do, request a copy (Kiritz, 1980).
- One method of tying your needs to your objectives is to bullet or number your needs and then bullet or number your objectives in a corresponding fashion. This not only makes it easier for the reader, but helps you to make sure you have covered each of the needs with an objective (Decker and Knox, 1997).
- If the grant proposal is not in response to an RFA (request for application), before you start writing, talk to the program director to find out whether the ideas and the hypothesis that you are putting forward will be welcomed with enthusiasm.
- Give yourself at least four months to write a grant proposal with the goal to have the grant ready about one month prior to submission. Use the last month to polish the writing and the style of presentation.
- Read the instructions for writing the grant carefully and try to strictly adhere to them.
- Write a succinct proposal that can be easily understood by those who are not necessarily experts in the field. It is best if you can get the grant reviewed by at least three individuals; one

expert in the field, one a non-expert scientist and a third individual who can assess the English grammar and the style of the proposal. Revise the manuscript according to the best suggestions of these individuals.

- If the page limit to the grant proposal is 25, try to write a proposal that fit 20-23 pages. Use the additional space for stylistic alterations.
- Use the largest size font that makes the grant easy to read and does not pose any strain to the eye.
- Separate different sections of the grant so that various pages do not look monotonous.
- Try to make some sections bold, italicize other sections and use numbering to identify sections and subsections of the grant.
- Avoid using jargon.
- Avoid using excessive abbreviations. Define abbreviations the first time used.
- Add adequate spaces where required.
- Left justify the text but avoid the right justification of the text.
- Do not include figures that cannot be copied well. Include glossy prints in the body of the text.
- Do not try to use the appendix to present data that are not included in the original application.
- Provide the figures and tables immediately after they are being cited.
- Provide clear figure and table legends.
- Try to reserve some space for the last pieces of data that you may wish to include in the preliminary data section of the grant.
- Write a clear hypothesis. Clearly spell out the specific aims.

- Do not offer more than two to three specific aims. More specific aims may be regarded as unachievable and ambitious.
- Avoid putting too much information in any specific section of the proposal. Putting too much detail in the method section may prevent you from putting adequate emphasis in the design section.
- For each specific aim, provide a section in the experimental design that discusses alternative strategies and ideas to test the hypothesis. Try to spell out the shortcomings and pitfalls and how to solve them.
- Do not try to impress the reviewers with too much preliminary data. Just present the relevant data that show the proposed ideas are sound and are achievable.
- Provide preliminary data that show the methodologies can be successfully accomplished.
- If necessary, call the program director to find out how to insure that the reviewers will obtain the original copies of the manuscript which includes the glossy figures.
- If the grant does not get funded, before attempting to revise the grant, contact the program director to find out additional information that may not be included in the “summary statement”.
- Try to send the proposal by express mail, at least several days prior to the due date. Do not assume that the grant has been received. If possible call express mail service to verify that the grant has been received by the granting agency. Do not mail the grant on the day before the grant is due.

- After the grant has been submitted, if a manuscript gets published or additional data becomes available that may play a part in the success of the grant proposal, call the program director to see whether you can send the manuscript or a summary of findings for the review.
- In the revised application, try to first summarize the shortcomings indicated in the “summary statement” and then respond to each one carefully. Try to be neutral and neither antagonistic nor conciliatory.
- If the grant is funded, celebrate, but immediately afterward prepare a plan and deadlines for accomplishing the proposed project and for writing the renewal grant.
- Recommended length of each portion of the proposal (TCNM, 1997):

Cover Letter	1 page
Summary	1/2 to 1 page
Introduction	1-2 pages
Problem Statement/Needs Assessment	3-4 pages
Objectives	1-2 pages
Methodology	4 + pages
Evaluation	1-2 pages
Future Funding	1/2 page
Budget	Not specified
Appendices	Not specified

PROCEDURES

Definition of Terms

Grantsmanship refers to the art and science of seeking, preparing and receiving grant funding.

Request for proposal (RFP) and request for application (RFA) mean approximately the same. That is they both refer to a document produced by funding agencies seeking programs that they would consider funding.

Research Methodology

The desired outcomes of this research were to prepare letters of request and grant proposals. When these were completed, they were sent to prospective funding agencies. The letters of request (Appendix G) were sent to various agencies, corporations, companies, and foundations in the Kern County area. The grant proposal that was completed was sent to the Ford Foundation for the *Innovations in American Government 1998* grant competition (Appendix E).

This research was evaluative in nature in that it involved the review of literature, both printed and available on the Internet, and interview of personnel previously successful in the field of “grantsmanship.”

The people interviewed consisted of Sarah Futtrell, M.P.H., Kern County Department of Public Health, Health Promotion and Public Education, and Captain David Goodell, B.S., KCFD. Miss Futtrell has some experience as a grant writer. She has been successful in securing an Office of Traffic Safety grant to fund her position and assist the SAFE Coalition in presenting automobile passenger safety messages. She is also a contract grant reader for several state agencies and private foundations.

Mr. Goodell is the former Public Education Officer for the KCFD and authored the successful NFPA *LNTB*® grant proposal in 1996. Mary Sears, Teacher on Special Assignment, Standard School District, was contacted for the school's perspective in the preparation of the grant proposal. She also has a background in writing grant proposals for state and federal funding. Roberta McCarthy, Administrative Assistant to the Fire Chief, has a background in proposal writing and administration of grant funding .

Action Plan Elements and Execution

This project was initiated as the result of several events. One was my attendance at the *Strategic Analysis of Community Risk Reduction* course at the National Fire Academy in February, 1997. After attending this course I became interested in involving myself and the KCFD in community risk reduction. Having attended the NFPA *LNTB*® training in Boston in January, 1997, I was aware of the pending release of the *Risk Watch*® program by the NFPA. When Deputy Chief LeCostel Hailey gave me the *Innovations in American Government 1998* grant application, all of the pieces fell into place. I saw an opportunity for the KCFD to both implement an exciting new program and a possible means for securing funding for the program.

These events led me to seek information on how to write a successful grant proposal. I first spoke with Leslie Devitt, Public Information and Public Education Officer of the Bakersfield Fire Department, to see if she knew of anyone that could help me. She referred me to the SAFE Coalition and Sarah Futtrell. After meeting with Miss Futtrell, I became aware of her background as a grant

writer and reviewer. I also attended a meeting of the SAFE Coalition and gained their support. The other members of the team, Captain Goodell, Ms. McCarthy and Ms. Sears, were already known to me from their involvement in the department's public education efforts and the *LNTB*® program implementation in the Standard School District.

After preliminary research on the Internet and at the library, I gathered my written resources and began a review of the available literature. I tried to limit my review to the most recent materials available. This is one area where the Internet was helpful. I was unable to find material, such as the tips for proposal writing, in traditional published sources. One thing I discovered is that Mr. Kiritz is considered the leading source of information on grant writing.

As I would gather and digest information, it was made available to the other team members for their review and comment. This review was useful as topics of discussion during our meetings to prepare the grant proposal and letter of request. The checklists were used to review the same for style and content.

Limitations

Research on the Internet, while productive, has a limitation in that one finds it difficult to determine who has authored the material found. Several of the sources found contradicted each other in some areas. None of these contradictions were of a nature that made me completely discard a source.

Another limitation is that every proposal is going to be somewhat different and they require careful attention to detail. Broad statements as to format are difficult to make.

RESULTS

The results of the research, both evaluative and action, were utilized in the writing of this section.

The first question to be answered was how to begin the grant proposal process. The process is begun by putting together a small team of key personnel that will be involved from start to finish. These personnel should be prepared to invest the time and effort required to stay with the project. It is also helpful if they are involved enough to know what the final product is supposed to be. Following the doctrine that involvement equals commitment it may be helpful to have those that will implement the program involved in securing the funding.

The second question was what are the components of a proposal. Though sources differ, by following the format proposed by Kiritz, unless otherwise specified, a comprehensive proposal can be produced. It also follows the PP&PW guidelines that not only describe the contents, but can be an aid to avoiding deficiencies in planning.

Provided in the literature review and checklists (Appendix D) are the criteria by which each of the components should be judged. To list all of them here would be overly long. Suffice it to say that the components should be reviewed as to their content and clarity. One of the major pitfalls is the use of jargon. We are accustomed to certain terms in the fire service that are unclear to the layman.

A key point is that one should state a compelling case that is solvable. Do not paint such a bleak picture that all hope is lost. Identify objectives in the solution that are within the scope of the program and the grant to make a positive impact.

Question three was what makes or breaks a proposal. The first thing to be considered is whether the proposal fits the criteria of the provider. It must fit the goals of the funding organization. Proposals should also provide a means for the Funder to get what they want such as advertising, a sense of good will or other.

One of the most important parts of a proposal is the budget. If the budget is not clear, or leaves doubt as to the planning abilities of the program directors and may be cause of failure in securing funding. When the grant requires co-funding, either by the organization or through other donations, this must be clearly spelled out in the proposal. Personnel time is a consideration and must be figured as the Funder requires it to be. Often volunteer time is valued at a lower rate than professional time.

Another area of concern is the coalition/partnership. The people reviewing the grant must believe that the coalition is legitimate. A long list of coalition members/partners does not necessarily mean that they are playing an active role.

Lastly, give the Funder, in your application, only what they ask for. This information must be in the format they request. If additional information, or too many words per question, are submitted, the grant proposal may be rejected outright. The Ford Foundation *Innovations in American Government 1998* expects upwards of 1,500 applications for 25 awards. To be considered the applications must follow the specified format.

DISCUSSION

As a process, the writing of a grant proposal can be time consuming and exhausting. Preparing a winning proposal, in a competitive process, requires long hours of preparation and evaluation.

One must enter this process as a team member. There may be a need for the input of others who have varied areas of expertise. There are several areas of expertise required. These include, but are not limited to, writing, program knowledge, and fiscal management. Once all of the component parts of the grant are drafted, one person should prepare the final product. Grant proposals that appear to have been prepared by a committee may be rejected, as they are not fully integrated.

The checklists (Appendix D) can be of great help in discovering the strengths and weaknesses of the proposal. These should be utilized by several people to check the final product to be sure that all required items are covered. It would be a tragedy to have an otherwise acceptable proposal rejected due to too many words in a section or a lack of supporting documentation or data.

Are your objectives separate from your methods? It is easy to get your desired results mixed in with how you wish to accomplish them. From the viewpoint that your proposal may be taken apart and separate parts judged by separate reviewers, it is imperative that the components be concise and complete.

One of the hardest components to complete is the budget. Most of us are not bookkeepers and are not familiar with the style and format required. It is tempting to assign amounts of money to “contingency or miscellaneous.” This would appear to be necessary to deal with unexpected expenses. This is often seen as poor planning and may get your proposal rejected on that grounds.

Fire service personnel tend to be good at presenting a compelling case, they have “been there and done that.” They can see the need and have a good feel for how to address the problem. They just need to be able to put this into a format that is acceptable to grant funding professionals. If asked “Why do you need the funding?”, the answer “Because children are dying” is not enough.

As a fire service professional, one must “learn the ropes” of proposal writing to compete in the funding arena. We have a tremendous need but, in many departments, do not seem to have or use the skills.

RECOMMENDATIONS

1. You can not receive the funding if you do not try. The fire service must prepare to compete successfully in the grant funding arena. This requires a proactive approach. Get the training, attend the classes and prepare the proposals. You will not always succeed, but at a minimum you can learn from your attempts and hopefully, get better at the process.

2. Use the material in this research paper, the checklists, the Internet, previous winners, team members, coalition members, and any other resources at your disposal to write winning proposals.

3. Follow the instructions in the RFP/RFA exactly.

4. Seeking grant funding must become part of the organizational culture of the fire service. The public may love us when they call 9-1-1, but they tend to forget about that at budget time. One fire department with which I have had contact requires each Battalion Chief to write one grant proposal a

year. Even if they only received an average of \$5,000.00 each, multiplied by the 21 Battalion Chiefs in the KCFD, that is a considerable amount.

5. Break the mold of limiting involvement to fire and burn prevention and get involved in community risk reduction. This provides a wider arena of coalition members. Coalitions are a great source of assistance with grant writing and may be just the ticket to appeal to a funder that would not be available to the fire service alone. By allying ourselves with non-profit groups, the number of available funding sources increases dramatically, as many foundations and corporations will only fund the projects of non-profit groups.

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APPENDIX A

NFPA LNTB CHAMPION GRANT APPLICATION

Title:

Organization:

Street Address (No P.O. Boxes):

City/State/Province:

Zip/Postal Code:

Telephone (including area code):

Fax Number (including area code):

Home Telephone (including area code):

Description of Community

Population_____

Please check one: ✓

Rural Community_____

Suburban Community_____

Urban Community_____

Please check one: ✓

Career Fire Department_____

Volunteer Fire Department_____

Career & Volunteer Fire Department_____

Is your community currently using NFPA's Learn Not to Burn materials?

Yes_____ No_____

If yes, please attach a description of your program (75 words or less).

Official Rules:

1. Employees and consultants of the NFPA are not eligible for this program.
2. Communities and recipients of prior NFPA Learn Not to Burn Champion or Safe Cities Awards are not eligible.
3. Proposals must be typed (double-spaced) on one side of the page only.

4. Two separate copies of the proposal must be submitted to the NFPA Fire Safety Education Representative: If two copies are not provided, the proposal will be invalid. Each copy of the proposal must be complete. The Champion should also keep one copy of the proposal.
5. Proposals submitted become the property of NFPA and cannot be returned.
6. Entries must be received no later than close of business, January 20, 1998.
Include this form with your proposal and send to: 1998 LNTB Champion Award Program,
Attn: Jan Gratton, National Fire Protection Association, Fire Safety Education Representative,
469 South Albertson Avenue, Covina, California 91723. Please allow adequate mailing time.
7. The decision of the judges is final. The NFPA California Champion Committee reserves the right not to grant all of the awards.
 - 120 Sparky's Coloring Books
 - 120 Sparky's Activity Books
 - 60 Sparky's Little Folk Fire Safety Fun Books
 - local and national visibility for your community's LNTB program through NFPA publications (including the new Champion newsletter, "The Apple Corps") and other media.

In return, we ask that you:

- implement a pilot LNTB program in preschool through grade three.
- measure the impact of the pilot program by conducting pre- and post-tests.
- document in detail and assess the effectiveness of the steps taken to implement the program.
- commit to maintaining the program beyond the end of the pilot project.
- commit to help other communities in your area implement LNTB programs.

Here's what we are looking for:

Now through January 16, 1998, the NFPA invites proposals from communities interested in becoming LNTB Champion Award sites. A proposal must include each of the following:

1. A commitment to attend a four-day training workshop in April of 1998, in the Sacramento area. Airfare, hotel and meal expenses will be covered by the California Grant. This is a business meeting, so Champions are discouraged from bringing partners/families to Boston.
2. A one-page biographical sketch of the one person who will serve as Champion and manage the program at the local level. This is the person who will attend the workshop in April. Include your prior experience in managing and evaluating a public fire safety education program.
3. A letter from the chief of the local fire department, committing his/her and department's support of the Champion program.

4. A letter of support from your local school superintendent committing the school system to the pilot project and future expansion of the program.
5. Additional letters of support from the private sector, government officials, principals, teachers, or others (maximum of six).
6. A pilot implementation plan to begin in September 1998 and be completed by mid-December 1998. The pilot project must include the commitment of a minimum of two teachers from each of the following grade levels: preschool, kindergarten, grade one, grade two, and grade three. List the names of the proposed pilot project teachers and their grade levels. Teachers can be from public or private schools.
7. A tentative date for a local three-hour training workshop that the ten teachers and Champion will attend. The teacher in-service workshop must be conducted between May 1-September 12, 1998.
8. Willingness to evaluate the pilot project using evaluation forms provided by NFPA. Evaluation forms must be completed and returned to your NFPA Fire Safety Education Representative by January 16, 1998.
9. A plan to maintain/enhance the LNTB program after the pilot project ends. This includes the expansion of LNTB into other classrooms within the community
10. A commitment to help train/mentor others who need help in establishing a similar program in their communities.
11. A description of your community, including information of any kinds that you think would be important in considering your application (one page maximum).

Here is how we will judge your application:

The C's to Success

- *A Committed Chief* - This is perhaps the single most important predictor for successful implementation of the Learn Not to Burn program. (20 pts.)
- *A Dedicated Champion* - The Champion, dedicated not only in terms of personal commitment to Learn Not to Burn, but also in terms of professional function. (20 pts.)
- *Collaboration*- In addition to solid fire department support, successful applicants will be able to demonstrate a high level of commitment from the community's Board of Education. (20 pts.)
- *A Compelling Case* - Applicants will be asked to substantiate the need for the Learn Not to Burn program according to the level of community risk to fire or level of commitment to including it in the school curriculum. Special consideration will be given to communities that have recently experienced a fire tragedy involving young children (15 pts.)
- *Continuity* - Communities selected for a Learn Not to Burn Champion Award must commit to implementing a pilot program from preschool through at least grade three for a minimum of two years. Special consideration will be given to those applicants demonstrating a commitment to full implementation within six years. (10 pts.)
- *Coalition* - Because expansion of the Learn Not to Burn program will depend on the availability of additional resources for materials, training and support, applicants will be asked to

identify a representative from an organization that will provide financial or in-kind support for the pilot (e.g., duplicating needed for student activity sheets, providing refreshments for teacher workshops, etc.) (10 pts.)

- *Creativity* - Five points will be awarded to those applicants that include an element of creativity in their implementation plan - something that will make the program even more valuable to the community (5 pts.)

Entry form

(This form must be included with your LNTB Champion Award application)

All entries must be received no later than January 16, 1998. To guarantee receipt of your entry, you are encouraged to send entries by certified mail. This will provide you with a confirmation of receipt by NFPA. It will not be possible for the NFPA to send individual acknowledgments. The 1998 Learn Not to Burn Champion Award recipients will be announced on February 5, 1998.

APPENDIX B

A Donor Bill of Rights

PHILANTHROPY is based on voluntary action for the common good. It is a tradition of giving and sharing that is primary to the quality of life. To assure that philanthropy merits the respect and trust of the general public, and that donors and prospective donors can have full confidence in the not-for-profit organizations and causes they are asked to support, we declare that all donors have these rights:

I

To be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes.

II

To be informed of the identity of those serving on the organization's governing board, and to expect the board to exercise prudent judgement in its stewardship responsibilities.

III

To have access to the organization's most recent financial statements.

IV

To be assured their gifts will be used for the purposes for which they were given.

V

To receive appropriate acknowledgment and recognition.

Developed by

American Association of Fund Raising Counsel (AAFRC)

Association for Healthcare Philanthropy (AHP)

Council for Advancement and Support of Education
(CASE)

National Society of Fund Raising Executives (NSFRE)

Endorsed by

VI

To be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.

VII

To expect that all relationships with individuals representing organizations of interest to the donor will be professional in nature.

VIII

To be informed whether those seeking donations are volunteers, employees of the organization or hired solicitors.

IX

To have the opportunity for their names to be deleted from mailing lists that an organization may intend to share.

X

To feel free to ask questions when making a donation and to receive prompt, truthful and forthright answers.

Independent Sector

National Catholic Development Conference (NCDC)

National Committee on Planned Giving (NCPG)

National Council for Resource Development (NCRD)

United Way of America

2p

Safety for All Kern Families Through Empowerment



S.A.F.E. Collaborating Partners:

American Indian Council
Automobile Club of So. Calif./AAA
Bakersfield City Schools
Bakersfield Fire Department
Bakersfield Interfaith Alliance
Bakersfield Police Department
Blue Cross of California
Bureau of Land Management
California Highway Patrol
Clinica Sierra Vista - WIC Program
Community Connection for Child Care
Department of Human Services
Department of Mental Health
Delano Police Department
East Hills Mall
Ebony Counseling Center
Epilepsy Society - K.C. Chapter
Girl Scouts of America
Golden Empire Ambulance
Hart Ambulance
JM's Just for Children
KBAK Channel 29
Kern Child Abuse Prevention Council
Kern County Collaborative
Kern County Dept. of Public Health
Kern County EOC
Kern County Fire Department
Kern County Probation Dept.
Kern County Roads Dept.
Kern County Superintendent of
Schools Office
Kern County Sheriff Department
Kern Entertainment Radio Group
Kern Family Health Care
Kern Medical Center
KKXX/KRAB Radio
Mercy Hospital
Mercy Southwest Hospital
National Health Services, Inc.
Paula Minney, Health & Safety
Training

APPENDIX D

GRANT PROPOSAL CHECKLIST

Checklist for Proposal Summary

- ☐ Belongs at the beginning of the proposal
- ☐ Identifies the grant applicant
- ☐ Includes at least one sentence on credibility
- ☐ Includes at least once sentence on problem
- ☐ Includes at least one sentence on objectives
- ☐ Includes at least one sentence on methods
- ☐ Includes total cost, funds already obtained, amount requested in this proposal
- ☐ Should be brief
- ☐ Should be clear
- ☐ Should be interesting

Checklist for Proposal Introduction

- ☐ Clearly establishes who is applying for funds
- ☐ Describes applicant agency purpose and goals
- ☐ Describes agency programs
- ☐ Describes clients or constituents
- ☐ Provides evidence of accomplishment

- ☐ Offers statistics to support credibility
- ☐ Offers statements and/or endorsements to support credibility
- ☐ Supports credibility in program area in which funds are sought
- ☐ Leads logically to problem statement
- ☐ Is interesting
- ☐ Is free of jargon
- ☐ Is brief

Checklist for Problem Statement

- ☐ Relates to purposes and goals of organization
- ☐ Is of reasonable dimensions
- ☐ Is supported by statistical evidence
- ☐ Is supported by statements from authorities
- ☐ Is stated in terms of clients or beneficiaries
- ☐ Is developed with input from clients and beneficiaries
- ☐ Is not the “lack of method” (unless the method is infallible)
- ☐ Doesn’t make assumptions
- ☐ Doesn’t use jargon
- ☐ Is interesting to read

Checklist for Objectives

- ☐ Describes problem-related outcomes of your program
- ☐ Does not describe your methods
- ☐ Defines the population served
- ☐ States the time when the objectives will be met
- ☐ Describes the objectives in numerical terms, if at all possible.

Checklist of Methods

- ☐ Flows naturally from problems and objectives
- ☐ Clearly describes program activities
- ☐ States reasons for selection of activities
- ☐ Describes sequence of activities
- ☐ Describes staffing of program
- ☐ Describes clients and client selection
- ☐ Presents a reasonable scope of activities that can be accomplished within the time allotted for program and within the resources of the applicant

Checklist for Evaluation

- ☐ Covers product and process
- ☐ Tells who will be performing evaluation and how evaluators will be selected
- ☐ Defines evaluation criteria
- ☐ Describes data gathering methods

- ☐ Explains any test instruments or questionnaires to be used
- ☐ Describes the process of data analysis
- ☐ Shows how evaluation will be used for program improvements
- ☐ Describes evaluation reports to be produced

Checklist for Future Funding

- ☐ Presents a plan to provide future funding if program is to be continued
- ☐ Discusses both maintenance and future program funding if program is for construction
- ☐ Accounts for other needed expenditures if program includes purchase of equipment

(Kiritz, 1980)

PROPOSAL _ LIST & EVALUATION FORM

(Decker and Knox, 1997)

Proposal Name	yes	no	1-5	Comments on Name
Is name unique and memorable				
Is name short, 3 words				

Summary/Abstract	yes	no	1-5	Summary/Abstract
Addresses all 5 golden rules: <i>1) be compelling, 2) build confidence, 3) tell how this will make your sponsor look good, 4) put on positive face, 5) tell big picture</i>				
Identifies the applicant & partners				
Includes one sentence on problem/opportunity				
Includes one sentence on objectives				
Includes one sentence on methods				
Includes costs, funds already obtained, & requested				
Is brief				
Is clear and free of jargon				
Is interesting to read				

Introduction	yes	no	1-5	Comments on Introduction
Describes applicant's purposes & goals of proposal				
Describes applicant's programs and activities as related to proposal				
Describes applicant's partners role in meeting objectives				
Describes applicant's track record (TR)				
Gives statistics in support of TR				
Provides endorsements in support of TR				
Supports qualifications in area of project and ability to complete project				
Leads logically to the Needs/Problem statement				
Is as brief as possible				
Is interesting to read				
Is free of jargon				

Needs/Problem Statement	yes	no	1-5
Relates to goals of applicant and goals of funding source			
Is of reasonable dimensions or scale			
Is supported by statistical evidence			
Is supported by local, regional, and/or national plans			
Is developed with input from other parties that have similar type goals			
Makes no unsupported assumptions			
Is supported by statements from <u>other</u> authorities			
Is free of jargon			
Is interesting to read			
Is brief as possible			
Makes a compelling case			

Comments on Problem/Needs Statement

Objectives	yes	no	1-5	Comments on Objectives
At least one objective for each problem or need addressed in need/problem statement				
Objectives relate to local, regional, and national goals or objectives				
Objectives are measurable (numbers, numbers, numbers)				
Describes the habitat, species, or people that will benefit				
Objectives are outcomes, include date (i.e. by 1997) by which objectives will be accomplished				
Objectives are not actions or methods. If objectives are actions throw out proposal.				

Methodology	yes	no	1-5
Clearly describes actions/activities			
Is directly related to problems and objectives			
States reasons for selection of actions			
Describes sequence of actions			
Presents a reasonable scope of actions that can be conducted within the time and resources of the project/program			
Describes who will do what			

Comments on Methodology

Evaluation	yes	no	1-5
Has a plan for evaluating accomplishment of objectives			
Has a plan for modifying methods over the course of actions			
Tells who will be doing the evaluation and why they are qualified to evaluate the project			
Describes how data will be collected			
Describes when data will be collected			
Describes the process of data analysis			
Describes any evaluation reports to be produced			

Comments on Evaluation

Budget	yes	no	1-5	Comments Budget
Delineates costs to be met by the funding source and those provided by other parties				
Includes match ratio				
Contains no unexplained amounts for miscellaneous				
Includes all items asked of the funding source				
Includes all items paid for by other sources				
Tells the same story as the proposal narrative				
Separately details all non-personnel costs and includes indirect costs where appropriate				
Includes all costs in the form of soft match when funds can not be used as matching funding				
Is sufficient to perform the tasks described in the proposal narrative				

INNOVATIONS IN AMERICAN GOVERNMENT 1998



S.A.F.E. Coalition of Kern County, California

Safety for All Kern Families Through Empowerment



S.A.F.E. Collaborating Partners.

American Indian Council
Automobile Club of So. Calif./AAA
Bakersfield City Schools
Bakersfield Fire Department
Bakersfield Interfaith Alliance
Bakersfield Police Department
Blue Cross of California
Bureau of Land Management
California Highway Patrol
Clinica Sierra Vista - WIC Program
Community Connection for Child Care
Department of Human Services
Department of Mental Health
Delano Police Department
East Hills Mall
Ebony Counseling Center
Ely Society - K.C. Chapter
Girl Scouts of America
Golden Empire Ambulance
Hall Ambulance
JM's Just for Children
KBAK Channel 29
Kern Child Abuse Prevention Council
Kern County Collaborative
Kern County Dept. of Public Health
Kern County EOC
Kern County Fire Department
Kern County Probation Dept.
Kern County Roads Dept.
Kern County Superintendent of
Schools Office
Kern County Sheriff Department
Kern Entertainment Radio Group
Kern Family Health Care
Kern Medical Center
KKXX/KRAB Radio
Mercy Hospital
Mercy Southwest Hospital
National Health Services, Inc.
Paula Minney, Health & Safety
Training

January 2, 1998

Innovations
Bill Parent
Executive Director
John F. Kennedy School of Government
Harvard University
79 JFK Street
Cambridge, MA 02138

Dear Mr. Parent

On behalf of the S.A.F.E. (Safety for All Kern Families through Empowerment) Coalition and the Kern County Fire Department I want to thank you for the opportunity to submit the grant proposal for *Project Safe Kids*. It is a comprehensive injury prevention program that enhances current programs to address the eight most common injuries in children. It is a unique program with unprecedented community ownership with both private and public support.

The data show that in Kern County and nationwide, the leading cause of childhood fatalities is unintentional injury. Kern County has a disproportionate young adult population as well as significantly higher rates of injury and death in comparison to the entire state. The county's highly diversified population is scattered over its 8,000 square miles with a lack of resources in some communities and in urgent need for intervention education to curb the escalating rate of injuries and deaths to our children and youth.

The Project Safe Kids is a collaborative effort between the public and private health and social service providers, businesses, youth organizations, faith communities, and media. It is designed with key ingredients essential in any successful community project.

Sincerely,

Cheri Zimmerman
S.A.F.E. Coalition Chairperson
KKXX Radio Senior Account Executive

1. Type of Jurisdiction sponsoring/administrating the program (select one):

- a. _____ U.S. Federal Government
b. _____ U.S. Territorial Government
c. _____ State
d. X County
e. _____ City/Town
- _____ School District
g. _____ Tribal Government
h. _____ Special or Regional Authority
_____ Government Corporation
_____ Multi-jurisdiction Partnership (explain): _____

2. Name of Jurisdiction (selected above) sponsoring/administering the program: Kern County

3. Population of Jurisdiction: 700,000

4. Name of Government Unit sponsoring/administering the program Kern County Fire Department

5. Contact Information: Mr. Ms. Dr.
Name: Robert Klinoff
Title: Fire Marshal
Department/Division: Fire Prevention
Agency: Kern County Fire Department
Address (no P.O. boxes): 5642 Victor Street
Address: _____
City: Bakersfield State: _____
Telephone (805) 391 - 7080 Fax (_____) _____
E-Mail: BKlinoff@kerncounty.com Web Site: _____

6. Start Date (m/d/yr): 12/19/95

7. Funding Source (Check sources for your current operating budget and specify percentages for each source.):

- | | | |
|----|-----------------|-----------------|
| a. | <u>8</u> | Federal |
| b. | <u>21</u> | State |
| c. | <u>56</u> | Local |
| d. | <u> </u> | Other Public |
| e. | <u>15</u> | Private & Other |

8. How and where did you learn about the Innovations Program? Please specify name(s) and/or source(s):

- a. Professional/Trade Publication _____
- b. Newspaper/Magazine _____
- c. Television/Radio/Film/Video _____
- d. Professional Conference _____
- e. Colleague LeCostel Hailey, Deputy Chief Kern County Fire Department - Harvard University
- f. Received Application in the Mail John F. Kennedy School Alumnus
- g. Departmental/Agency Circulation _____
- h. Internet (specify location and application used) _____

9. Has this program previously applied for an Innovations Award? ☒ No ☐ Yes

If yes, list year(s) and status of prior applications: _____

10. Policy Function (Please select the ONE policy function that best represents the activities of the program. We use this information to assign your application to the appropriate evaluation team.)

I. MANAGEMENT & GOVERNANCE

- a. _____ Administration & Management
- b. _____ Arts & Culture
- c. _____ Budgeting & Public Finance
- d. _____ Elections, Civil Liberties & Civic Affairs
- e. _____ Human Resources & Employee Relations
- f. _____ Intergovernmental & Public Relations
- g. _____ Procurement
- h. _____ Regulatory Reform
- i. _____ Telecommunications, Technology & Use of Technology

II. CAPITAL & ENVIRONMENTAL

- a. _____ Conservation & Public Lands Management
- b. _____ Energy
- c. _____ Pollution Control & Abatement
- d. _____ Solid Waste & Recycling
- e. _____ Transportation

III. COMMUNITY SERVICES

- a. _____ Agricultural & Rural Development
- b. _____ Community Development & Planning
- c. _____ Economic, Industrial & Trade Development
- d. _____ Housing Assistance & Development
- e. _____ Open Space, Land Use & Recreation

IV. PROTECTIVE SERVICES

- a. _____ Courts & Administration
- b. _____ Corrections, Probation & Sentencing
- c. _____ Emergency Services & Preparedness
- d. _____ Juvenile Justice (Corrections, Prevention & Sentencing)
- e. _____ Public Prosecution & Representation
- f. _____ Public Safety (Police & Federal Law Enforcement)
- g. ☒ Public Safety (Fire & Transport)
- h. _____ U.S. Defense Services (Civil & Military)

V. HUMAN SERVICES

- a. _____ Education (preK-12)
- b. _____ Education (Adult, Continuing & Higher)
- c. _____ Health Care (Access & Insurance)
- d. _____ Health Care (Acute, Primary & Long Term)
- e. _____ Health Care (Education, Prevention & Public Health)
- f. _____ Job Training, Placement & Retention
- g. _____ Substance Abuse Treatment/Prevention

VI. SOCIAL SERVICES

- a. _____ Reform, e.g., Welfare to Work
- b. _____ Children's Services
- c. _____ Family Services
- d. _____ Elderly Services
- e. _____ Disability Services

11. Subject Area: Provide up to five additional keyword, subject, or client descriptors: Community Risk Reduction Education

12. Certification and Signature: To the best of my knowledge, the information contained in this application is accurate.

Name of Agency Director (print): Daniel G. Clark

Title (print): Fire Chief

Division/Department/Agency: Kern County Fire Department

Signature of Agency Director and Date: Daniel G. Clark

APPLICATION DEADLINE 5 P.M., JANUARY 7, 1998

Project Safe Kids

PROJECT SAFE KIDS

1. Describe the program. Please emphasize its creative and novel elements. What is the innovation?

In 1995, a group of private and public agencies joined together to combat the leading cause of childhood casualties in Kern County - injury. Initially named the “Childhood Injury Prevention Coalition,” the group has been successful in acquiring funding to provide injury prevention and educational events/programs for children and parents. The coalition has grown to include over 44 agencies with commitment from emergency medical services, local law enforcement, insurance companies, school districts, and day care agencies, among others. In 1996, the group formed the S.A.F.E. (Safety for All Kern Families Through Empowerment) Coalition. It is through this interagency collaboration and private/public partnership, that the Coalition acquires strength to successfully address childhood injury-related problems in the community.

The innovations of this program are that it draws on the expertise of the Coalition members (educators, emergency services professionals and community members), and provides a vehicle, through the curriculum, to facilitate learning for school-age children. The curriculum concurrently accomplishes two very important tasks; 1) providing academic knowledge and 2) developing injury prevention skills. This project is based on a childhood injury prevention program within the school system the Kern County Superintendent of Schools Office and cooperators whose specialities are in injury response, treatment and prevention.

Project Safe Kids will reorganize and focus existing successful S.A.F.E. programs by using a holistic injury prevention curriculum developed by the National Fire Protection Association. ***Safe Kids*** addresses the eight most common injuries in children:

- fire/burns
- bicycle/pedestrian
- suffocation/choking
- falls
- unintentional firearm
- poisoning
- drowning
- motor vehicle occupant

The curriculum contains age-appropriate lesson plans and activities with goals and objectives, clearly defined for the teachers. Coalition members are invited to visit schools during the relevant lesson to give children first-hand knowledge, reinforce the message and assist teachers with implementation of the curriculum. The curriculum provides core basics within the areas of language skills, math, health/safety, science, and social studies.

Project Safe Kids

- The lessons emphasize *positive* behaviors. Students are taught what "to do," instead of "not to do."
- The curriculum is divided into different grade levels to better facilitate the skill level of the students, with each lesson progressively building on the previous lessons.
- A major component of the program is the continuous evaluation of both content and process. To evaluate the content and measure increase in knowledge, the students undergo pre- and post-testing. The cooperators and teachers provide feedback to evaluate the process.

2. What problem does your innovative program address?

Project Safe Kids addresses two problem areas. The first is the eight preventable injuries most common in children. Despite major efforts by legislators, national committees, program administrators, and consumer groups, over the last three or four decades, injuries are still the leading cause of death to children. Estimates place the medical costs at \$7.5 billion per year. EPIC (Emergency Preparedness and Injury Control) reported that in 1987-1989 eight children died of injury every day. In 1994, 7.7 children died of injury per day, and 113 California youths were admitted to acute-care hospitals for treatable injuries and discharged alive. It is unknown what percentage of these 113 youths recovered without some degree of disability.

In 1996, Kern County youth under the age of 18 years accounted for a total of 72 deaths. Of the deaths, 47 could have been prevented with either education or simple safeguards. In 1995 there were a total of 767 non-fatal hospitalized injuries. *Safe Kids* addresses the causes of 80% of these injuries.

The second problem area is the coordination of the various agencies in bringing their message to those most at risk in an efficient and effective manner. *Safe Kids* addresses this issue by placing the message where it belongs, in the classroom, with those best equipped to deliver it, the teachers. The cooperators, in a coordinated effort, address the students on a regular basis to reinforce the messages through a curriculum that is age and grade appropriate.

3. Who are the current and potential beneficiaries of your program? What are the direct or indirect benefits to citizens?

Approximately 30% of Kern County's children benefit from a functional, but limited, risk reduction program. S.A.F.E. Coalition's restructuring, coupled with Project *Safe Kids* comprehensive "all risk" message, will reach out to every elementary school aged child and his/her family. All citizens will benefit, as

Project Safe Kids

the S.A.F.E. Coalition unifies contributors into a force focused on injury prevention. As the Coalition gains strength and momentum it can broaden its efforts to include other at-risk groups.

Initially children will be more completely protected. The program will grow to encompass family members as knowledge is taken home. Older classmates will be able to mentor junior students. A multi-lingual curriculum, behavioral-based, and progressive in construct, will equip every child with “safety values” and hazard reduction behaviors. Teachers and academia will also benefit as diverse safety proponents collaborate to promote an instructor-friendly product. Disparate, but relevant risk reduction components will be integrated with increased coordination.

Injury reduction also stimulates the economy, as fewer dollars are spent in the repair and rehab phases of accident mitigation. Available resources can then be diverted to proactive strategies aimed at prevention through education and engineering. Insurance rates are reduced, hospital and medical treatment fees decrease, and tax dollars allocated for treatment and recovery can be redirected to higher yield “protective/preventive measures.”

4. What are the significant achievements of this program? (Cite the best verifiable evidence).

Combining the strengths of 44 agencies, the S.A.F.E. Coalition, has made significant impact in the Kern County community. Each member maintains their own identity while working together to accomplish the mission of reducing the number of childhood injuries and fatalities.

- The Office of Traffic Safety ***Project S.A.F.E.*** has demonstrated success in a 20% increase in observational seat belt compliance among youth in the Bakersfield area.
- ***Project Learn Not to Burn***, implemented by the Kern County Fire Department, had a 17 % increase in knowledge on fire prevention in the 1,000 plus children who participated in this project.
- Over 60,000 citizens have been presented with fire safety messages at the Kern County Fair and other venues.
- Paula Minney Health and Safety Training reaches over 500 children a year with water safety and first aid skills.
- Numerous Public Safety Announcements have been presented in print, radio and television formats with the assistance of the news media partners.
- Kaiser Permanente and Golden Empire Ambulance have held Health and Safety Fairs.

Project Safe Kids

- Sober Graduation and Emergency Medical Services week are recognized with staged vehicle accident demonstrations at schools and the County's largest shopping mall.
- The Kids' Safety House, a 35 foot trailer, travels to schools and events for interactive safety training.

The key to the successes of these projects has been community collaboration through interagency sharing of resources.

5. How replicable is the program? What obstacles might others encounter?

The program should be replicable in other areas using ours as a model. The curricula for child safety is contained in one concise package. Until now there has not been an all encompassing injury reduction package for educators. The program is not in addition to, but integrated into, the core curriculum. K-8 teachers will embrace the concept.

Staff development for teachers is a must. A possible obstacle for staff development is the personnel to train the teachers. Materials are uniform, but volunteers will be needed to assist with staff development. This presents an additional opportunity for cooperator participation.

In each school district's community, safety problems for children vary. Any of the eight risk areas covered in *Safe Kids* may be tailored to the community. The program is very flexible.

Additional support for teachers is available through the public/private multi-agency approach. Educators are encouraged to call on these agencies to reinforce children's learning in a hands-on way. The cooperators can each bring their specialized expertise to the classroom. Central coordination is possible through the School Superintendent's Office. This office traditionally performs curriculum development and implementation on an area-wide basis.

Because the curriculum addresses eight risk areas there is something in the program for all coalition members and funding agencies. Cooperators maintain their individual identity without losing the synergy of partnerships.

A pilot program can be run to test the system. The implementation can occur in phases with materials purchased as needed. After the initial start up cost, maintenance costs are low.

Project Safe Kids

6. List all current funding sources, with dollar and percentage contributions for each of your current operating budget. If applicable, include separate subtotals for public and private funds and sources. Provide details of any unusual financial features not described elsewhere.

These are directly attributable costs, additional personnel time is used at demonstrations and events.

SOURCES	DOLLARS	PERCENT*
<u>PUBLIC FUNDING</u>		
Bakersfield Fire Department	\$36,000	7.5
Bureau of Land Management	\$20,000	4.0
Central California Life Safety Coalition	\$1,000	0.0
Kern County Fire Department	\$160,000	33.5
Office of Traffic Safety	\$100,000	21.0
Superintendent of Schools	\$70,000	15.0
United States Forest Service	\$20,000	4.0
Total Public Funding	\$407,000	85.0
<u>PRIVATE FUNDING</u>		
Golden Empire Ambulance	\$4,500	1.0
Hall Ambulance	\$2,250	0.5
Kaiser Permanente	\$10,500	2.0
KKXX Radio	\$5,500	1.0
Lang Family Foundation	\$20,000	4.0
National Fire Protection Association	\$12,000	2.5
State Farm Insurance	\$17,000	3.5
Total Private Funding	\$71,750	15.0
GRAND TOTAL	\$478,750	100.0

Project Safe Kids

* Percentages rounded to nearest 0.5

Additional support for the program is received in the form of personnel time, both volunteer and professional. Support is also received through Public Service Announcement time on radio and television stations and in the print media.

Appendix F

KERN COUNTY SUPERINTENDENT OF SCHOOLS

KELLY F. BLANTON, Superintendent

November 18, 1997

Kern County Fire Department
C/O Robert Klinoff, Fire Marshal
5642 Victor Street
Bakersfield, CA 93308

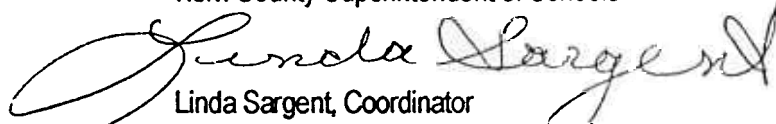
Dear Robert:

The students of Beardsley and Standard School District had the opportunity to participate in the pilot "Learn Not to Bum" program sponsored by the Kern County Fire Department and supported by the Kern County Superintendent of Schools Office. This outstanding educational program was a needed focus in instruction as indicated by the numbers of fire safety incidents in the Kern County area.

The Kern County Superintendent of Schools Office will take an active role in the new "Risk Watch" curriculum which addresses fire safety prevention at the K-8 school level. The partnership with the Kern County Fire Department is an important component in providing safety for our Kern County children.

Sincerely,

Kelly F. Blanton
Kern County Superintendent of Schools



Linda Sargent, Coordinator
Physical and Health Education/Safe Schools

LS:bly

... advocates for children

CITY CENTRE

300 17th Street, Bakersfield, CA 93301-4533 ■ (805) 636-4000 ■ FAX (805) 636-4130

Printed on recycled paper

Safety for All Kern Families Through Empowerment



Appendix G

January 8, 1998

S.A.F.E. Collaborating Partners:

American Indian Council
Automobile Club of So. Calif./AAA
Bakersfield City Schools
Bakersfield Fire Department
Bakersfield Interfaith Alliance
Bakersfield Police Department
Blue Cross of California
Bureau of Land Management
California Highway Patrol
Clinica Sierra Vista - WIC Program
Community Connection for Child Care
Department of Human Services
Department of Mental Health
Delano Police Department
East Hills Mall
Ebony Counseling Center
Epilepsy Society - K.C. Chapter
Girl Scouts of America
Imperial Empire Ambulance
Imperial Ambulance
JM's Just for Children
KBAK Channel 29
Kern Child Abuse Prevention Council
Kern County Collaborative
Kern County Dept. of Public Health
Kern County EOC
Kern County Fire Department
Kern County Probation Dept.
Kern County Roads Dept.
Kern County Superintendent of
Schools Office
Kern County Sheriff Department
Kern Entertainment Radio Group
Kern Family Health Care
Kern Medical Center
KKXX/KRAB Radio
Mercy Hospital
Mercy Southwest Hospital
National Health Services, Inc.
Paula Minney, Health & Safety
Training

Tracy Dickson
Wellness Program Manager
Kaiser Permanente
8800 Ming Avenue
Bakersfield CA 93309

Dear Ms. Dickson:

I am writing to seek your support in the implementation of a comprehensive injury reduction program for children in Kern County. The name of this program is **Project Safe Kids**. The program is presented through a partnership among the members of the SAFE Coalition, with the Kern County Fire Department as the contact agency.

We have contacted you because a reduction in the number of injuries to youth in Kern County can be of direct benefit to your organization. As you well know, as injuries are reduced so do the costs to health maintenance organizations. Your successes in wellness education are to be commended. We would like you to join us and expand your efforts.

The most recent statistics available indicate that in 1996, Kern County youths under the age of 18 years accounted for a total of 72 deaths. Of the deaths, 47 could have been prevented with either education or simple safeguards. In 1995 there were a total of 767 non-fatal hospitalized injuries. **Safe Kids** addresses the causes of 80% of these injuries.

The answer to finding a comprehensive risk reduction program has been found. It is **Project Safe Kids**. Through classroom education and visits by emergency medical service providers, law enforcement, health professionals, and others, the prevention message is delivered in an effective manner. Aimed at grades K - 8, this program places the educational effort with those most qualified to present it, the teachers. **Safe Kids** addresses the eight most common injuries in children:

- fire/burns
- bicycle/pedestrian
- suffocation/choking
- falls
- unintentional firearm
- poisoning
- drowning
- motor vehicle occupant

Tracy Dickson
January 8, 1998
Page 2

Until now a comprehensive program has not existed. Through the cooperation of organizations such as you represent and the SAFE Coalition our goal of saving our most valuable resource, our youth, through injury reduction can be met. The program also allows your organization to receive its rightful recognition. Handout materials, advertising and media releases will all display your company logo and name prominently if you wish.

The cost for this program is \$12.50 per classroom to purchase the curriculum. There are 5,500 classrooms we have targeted throughout Kern County. We do not expect any one agency to cover the cost of the whole program county-wide, but any monetary contribution will certainly help us to accomplish this worthy goal.

The members of the SAFE Coalition are committed to presenting quality, comprehensive and effective injury reduction education throughout Kern County. We could certainly use your help.

Sincerely,

Robert Klinoff
Fire Marshal

cc: Sarah Futrell - Safe Coalition